



## The Heron Hill Way—Behaviour on a page (September 2024 onwards)

### Our focus lies here.

Underpinned by our school values:

**RESPECT—RESPONSIBILITY—RELATIONSHIPS—RESILIENCE**

### To prevent us getting here.

When here, the adult maintains:

**RESPECT—RESPONSIBILITY—RELATIONSHIPS—RESILIENCE**

Key Stage:	Rewards (linked to our values of Respect, Responsibility, Relationships and Resilience)	Restorative Actions:
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Messages to parents (Tapestry)</li> <li>• Stickers</li> <li>• Verbal praise (personal/to peers)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversations with teaching team</li> <li>• Pupils and adults modelling expectations</li> <li>• Use emotion coaching scripts to support discussion.</li> </ul>
<b>Years 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• 50 Marbles in the Jar leads to class treat (encourages teamwork for learning and behaviour)</li> <li>• Friday afternoon weekly extended play</li> <li>• 'I noticed...' labels on jumpers</li> <li>• Praise postcards</li> <li>• Stickers</li> <li>• Verbal praise (personal/to peers)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversations with teachers (this may be during playtime/part of lunchtime)</li> <li>• Use emotion coaching scripts and Zones of Regulation to support discussion. Children encouraged to explain and reason (pupil voice)</li> <li>• Pupils and adults modelling expectations</li> <li>• Calm down time in other class</li> <li>• Use of reward charts or discreet positive tick lists on board to reinforce desired behaviours when needed</li> <li>• PSHE follow-up circle time</li> </ul>
<b>Whole school:</b>	<ul style="list-style-type: none"> <li>• Headteacher assembly certificates (handwriting and general)</li> <li>• Celebration assembly certificates</li> <li>• Messages to parents (Class Dojo)</li> <li>• Handwriting celebration display in hall</li> <li>• Mention in Headteacher's Weekly newsletter</li> </ul>	

### At Heron Hill, we know that:

- \* All behaviour is communication.
- \* Behind every behaviour, there is a reason.
- \* If we can unpick the reason, we can unpick the behaviour.



### Remember:

- All incidents recorded on CPOMs – brief, concise notes.
- Ensure SEND pupils' plans are followed by all adults to manage behaviour. (Seek SENCo/PLM advice.)
- Parallel classes are consistent with reward-giving, earning marbles at similar rates etc.
- ALL pupils' work is displayed and celebrated.